

# *The* Vocational Guidance *Quarterly*

VOL. 2 NO. 3

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**SPRING 1954**

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# *The Vocational Guidance Quarterly*

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**Spring, 1954.**





It'll soon be "Buffalo-time": In a few short weeks you'll be on your way to Buffalo—we hope—to attend the APGA and NVGA Conventions. This will be one of the finest conventions ever held by personnel organizations anywhere—there is a superior program with plenty of variety, outstanding speakers, and lots of opportunity for those in attendance to get down to "grass-roots" participation in the sectional meetings.

Congratulations and grateful appreciation are indeed due to Elizabeth C. Morrow and Charles E. Odell for the tremendous and tireless job they have done in lining up an outstanding NVGA program—a major portion of the Convention's activities.

Hundreds of counselors and personnel workers will attend a national convention for the first time this year. YOU should be one of them if you haven't been before.

## ***Message from the***

# **PRESIDENT**

PIAPR Committee gains momentum: The NVGA Committee on Public Information and Professional Relations with Chairman Mary E. Campbell at the helm has been very busy exploring potential channels and activities to utilize in developing a sound foundation for a long-term public relations program for NVGA.

Present membership of the Committee—which will be added to later—includes Donald E. Super, Frank Sievers, William Wilkins, Ann Tanneyhill, Garrett Nyweide, Max Baer, and myself, ex officio.

Among the many activities considered to date is the development of a NVGA Branch Officer's Kit to include (1) a NVGA orientation pamphlet, (2) a procedures manual for officers, (3) a bulletin of suggestions for branch activities, and (4) a pamphlet on how to conduct a branch public information and professional relations program.

Another facet of our program involves proposals for working more closely with related professional and allied organizations, including, in addition to the personnel organizations, AASA, NASSP, National Congress of Parents and Teachers, American Association of Social Workers, and service clubs.

A third project would involve the development of a "How-to-do-it" series which might be worked up by a publications committee and made available for free or at-cost distribution through the Headquarters Office.

As a profession we have not "looked to our public relations" as we should—and have stayed too much within our own professional circles or devoted our major emphasis to research. As a result we have been too often content to take a "back seat" in the competition for professional and community status. Why shouldn't we rightfully and with dignity take our place "across the aisle" or "up front," if you will?

NVGA as an organization needs to develop a more dynamic and "out-going" personality if we are to become the potent force which our vital profession fully justifies in the life of the communities which we serve.

NVGA Constitution is ratified: Donald E. Kitch, Constitution Committee Chairman, has informed us that the NVGA Constitution, as amended to bring it into line with NVGA Divisional Status in APGA, has been approved by our membership 26 to 1.

A handwritten signature in cursive script, reading "C. E. Dunsmoor". The signature is written in dark ink and is positioned in the lower right quadrant of the page.



## CLASSIFICATION *Of Naval Enlisted Personnel*

*An interview with Lieutenant Commander R. S. Clifton, USNR*

**Question:** *Who are the people who perform classification work in the Navy and, in general, what kind of training have they had for this work?*

**Answer:** Classification of enlisted personnel in the Navy is performed by selected officer and upper-pay-grade enlisted personnel, who are already familiar with a variety of naval duties and with other phases of enlisted personnel administration. These selected personnel are thoroughly trained in the principles and techniques of interviewing, testing, job analysis and psychology, and in the use of the *Dictionary of Occupational Titles* and other counseling tools. Selected Naval Reserve personnel, particularly those engaged in associated civilian fields, participate in a complete program of reserve classification and thus are prepared to perform classification duties on

active duty in the event of mobilization.

**Q:** *To what extent, if any, does an enlisted volunteer have a choice of classification?*

**A:** All recruits receive identical treatment at one of three Naval Training Centers. Aptitude test batteries and various special tests are administered and occupational opportunities are thoroughly explained. Dependent upon his civilian background, his aptitudes, and his motivation, each recruit is counseled as to his best chances of success and every effort is made to develop his insight into his own possibilities. Where necessary he is guided to selection of a more appropriate goal. Each qualified recruit is recommended for two schools and for a general occupational area. School selection is competitive, being based upon the

interviewer's final evaluation of all factors, but is performed by machine methods to insure complete impartiality. No recruit is forced to attend any school against his wishes. Those not selected for schools are assigned into general apprenticeships and have many opportunities for on-the-job training and for future schooling based upon demonstrated capabilities.

**Q:** *Realistically, is there anything a prospective volunteer can do to enhance his chances of getting the classification he prefers?*

**A:** Yes. He should know exactly what classification he wants and should have prepared himself as well as possible for it. The first step is to acquaint himself thoroughly with the extensive vocational information available in *The U. S. Navy Occupational Handbook*, a manual for civilian guidance counselors, schools, libraries, employment, and youth agencies. Above all he should *stay in school* as long as possible, seek counseling as to long-range goals, and take subjects and obtain experience which will contribute to a soundly chosen field of work. He should take advantage of health education and physical fitness programs. Genuine mental and physical discipline contribute greatly to success in the Navy.

**Q:** *What other programs are open aside from direct enlistment?*

**A:** The Navy has many such programs leading both to officer and non-commissioned (or petty officer) status. Full details of the Navy Reserve Officer Training Corps, Officer Candidate Schools, Naval Aviation Cadet Training Program, Reserve Officer Candidate Program, and enlistment in the Naval Reserve are available in *The U. S.*

*Navy Occupational Handbook* and at any Navy Recruiting Station or Naval Reserve Training Center. A recently developed program now permits reserve enlistment in non-commissioned pay grades parallel to the level of training, experience, and skill in certain civilian occupations closely related to Navy occupational fields. In all of these programs, intensive schooling pays high dividends.

**Q:** *What types of civilian skills are most likely to result in corresponding military classifications?*

**A:** In general, civilian skills that relate directly to similar jobs in the Navy, particularly in those areas where trained personnel are in short supply. In areas where the Navy's needs are relatively limited, such as journalists, printers, and tabulating equipment operators, only the most proficient can expect identical military occupational classifications. Areas currently in short supply are chiefly in technical fields involving electronics, engineering, communication equipment maintenance and operation, and, in general, those which require abilities in mathematics and physical sciences. Other occupational areas involving vocational and industrial training, while not in such short supply, offer reasonable opportunity for corresponding classifications because of the large numbers employed in equivalent military areas.

**Q:** *What types of civilian skills are least likely to result in corresponding military classifications?*

**A:** It must be remembered that each Navy man's profession is the military profession and that while each Navy man has an occupational classification, fighting duties are implicit in whatever classification



he receives. There are, however, very few civilian skills that do not have some degree of transferability to Navy skills, and, fortunately, American young men possess a high degree of adaptability. It is the Navy counselor's job to relate the skills and aptitudes of recruits to Navy occupations to the utmost benefit of both the individual and the Navy. A civilian weather forecaster, map maker, or map draftsman, for example, may become a proficient Navy Quartermaster provided he has excellent vision, poise, and self confidence, has studied geometry and physics, and can express himself clearly and understandably both in writing and speaking.

**Q:** *To what extent are classification and assignment procedures and results today different from those obtained in World War II? In World War II we were told that improper classification was the result of haste by which a large Navy was assembled and that military exigencies had to govern classification in many cases. Are present conditions sufficiently different to war-*

*rant superior classification and assignment procedures?*

**A:** Studies originating from World War II experience have provided the Navy with an improved occupational classification system designed to meet both peacetime and wartime needs and with a mechanized personnel accounting system. In general, there has been tremendous advancement in the whole field of personnel management, including assignment. These factors, plus a widespread realization of the effectiveness of proper classification, have firmly established classification both as the first step in career channeling and as an integral part of all assignment processes. The Navy's enlisted classification system, by the completeness of its identification methods, provides that full knowledge of each man's skills is readily available each time he is assigned. Through personnel mobilization planning, which includes continuing classification of all reserve personnel and studies of phased mobilization personnel requirements, the Navy has assured continuity of sound classification and assignment procedure.

### **To NVGA Members**

We are nearing the end of the second year of publication of the *Vocational Guidance Quarterly*. The members of your Editorial Committee and your Editor would like your frank opinion on the following questions:

1. What types of articles published so far have you found most helpful?
2. What types of articles not published so far would you like to see in the *Quarterly*?
3. Have we achieved our aim of *supplementing* the *APGA Journal*? (With its Editor's cooperation, we have tried to avoid duplication in content as well as style.)

Please send your comments by letter or postcard to the Editor or to any member of the Editorial Committee. (See inside front cover.)

# TEACHING OCCUPATIONS TO COUNSELORS

by ROBERT HOPPOCK

THE PURPOSE of this article is to describe some of the results of teaching a course in Occupations by a technique that has been frequently used but seldom evaluated. The course was taught to 50 mature graduate students at New York University. Most of the students were employed in education or in social agencies and were candidates for the master's degree with specialization in guidance and personnel work. For most of them the course was required. Each student chose one occupation which he wished to study, using as a guide a copy of the author's *Outline for the Study of an Occupation* available from the University's bookstore.

Because most students are not skilled lecturers and because student reports tend to put other students to sleep, there were no lectures or formal reports. Instead, three other methods were used to facilitate the exchange of information during the class sessions as follows:

1. Each student wrote one sentence, stating the most interesting thing that he had learned about occupations, or about sources of occupational information, since the preceding class session. These statements were collected and read to the class by the instructor. After each statement, the instructor paused and asked, "Does anyone wish to ask Mr. Blank for any more information on this topic?" After a few

times this question was shortened to "Anyone want more information?" or "Any questions?" No one was permitted to elaborate on his one sentence except in response to questions. Sometimes five or ten statements would be read before one would provoke a question. Never did we fail to get enough questions for discussion.

2. The procedure described in the preceding paragraph was varied by having each student read his own one-sentence statement.
3. The class was divided into groups of four. The members of each group spent 10 to 15 minutes telling each other the most interesting things that they had learned, and asking questions of each other. Each group selected the one thing most likely to interest the rest of the class, and reported it to the class. Questions were invited as before.

At the end of the term each student was asked to state the most useful things that he had learned from the course. The following excerpts are from their reports:

A study of an occupation is not complete unless we have investigated the actual working conditions in the industry.

Unions control the entry of trainees into many of the skilled trades.

Information must be secured from different sources, e.g., industry and unions, to prevent a one-sided view of an occupation.

ROBERT HOPPOCK is Professor of Education, New York University.

The classified telephone directory will aid in finding local sources of information.

Employers, employees, unions, professional associations, and training institutions often do not give correct information on supply and demand.

Many occupations have related fields.

Occupational information is constantly changing, and it must be up to date if it is to be any good.

I would hesitate to refer clients to schools as the sole source for obtaining information about an occupation, because of their vested interest in attracting students.

By the use of a penny postcard, you can get much source material.

The easiest way to get a description of a job is to look in the *Dictionary of Occupational Titles*.

I have learned not to rely on only one source of information. My young

sister wants to be an advertising woman because she says quote "they make at least \$20,000 a year." When we investigated, we learned that copy girls start at \$35 a week.

Much information not available elsewhere can be obtained from employers and employees.

Occupational information that is applicable nationally may not always be representative of the situation in a particular local community.

A counselor should be critical about job forecasts made by anyone.

"The counselor should always check the publication date of printed occupational information.

The *Dictionary of Occupational Titles*, Part IV, is useful in finding out what the entry jobs are for various groups of occupations.

A personal visit to a union gives valuable information to a prospective job

### ***The author's class in Occupations visits a Consolidated Edison Company generating plant***



seeker. One man was told that there was a long waiting list before he could join the union. He had been ready to take a course in tailoring at one of the city schools. This new information resulted in a changed objective.

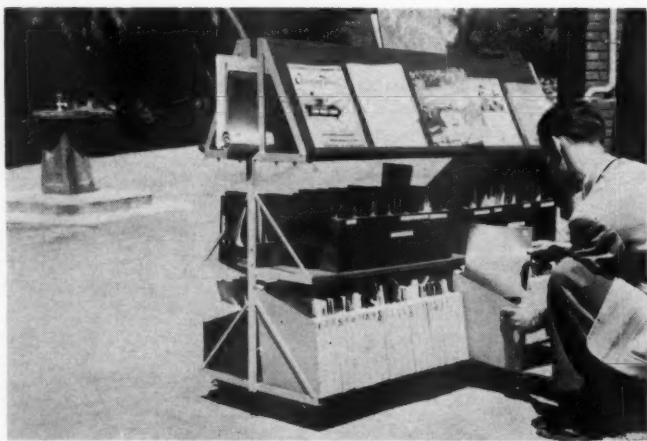
Professional and trade associations are good sources of lists of approved schools.

It is dangerous to take your information on occupations from only one source.

The instructor was skeptical about this method of teaching, but tried it in order to check his own opinions. The results appeared to be better than expected. A con-

siderable number of facts about both occupations and sources was exchanged in the class sessions, many of these facts previously unknown to the instructor. Student attention was good and interest appeared to be high.

At 10 of the 15 class sessions the students were asked "From today's class session, how many have learned something that was worth the time you spent in class?" Total attendance at these 10 sessions was 438. The total number of raised hands was 359. Dividing the second figure by the first yields an efficiency ratio of 82 per cent.



**Portable Occupational File**

This occupational file which can be moved from room to room has been used for 3 years primarily with seniors at Arroyo Grande (Calif.) Union High School. For construction details, write the school's guidance director, Clifford E. Boswell.

# CIO Union Counseling

by PAUL IACCINO

VERY FEW PEOPLE outside the labor movement know of the CIO Community Services program, which started about 11 years ago in Chicago after World War II. During the war, CIO had worked closely with the welfare agencies through its War Relief Committee devoted to overseas aid. When the war was over some program to help members with their out-of-plant problems had to be initiated; the War Relief Committee was renamed the National CIO Community Services Committee and given the assignment. While the in-plant program of securing better working conditions, increases in wages, extended vacations, seniority rights, hospitalization benefits, pensions, and other advantages was gained through collective bargaining and contracts, CIO members were still faced with such problems as sickness and legal aid. Members approached their leaders asking for assistance, and CIO moved into the field of UNION COUNSELING.

We had, first, to familiarize ourselves with the different agencies and the services they dispensed, and, second, to develop a program of education for our members. There are two types of agencies—public and private. The public agencies are supported by taxes while the private agencies are supported by voluntary contributions. Members of CIO contribute to both

and, therefore, feel they are entitled to these services. Members of CIO Unions are just plain "American Citizens" from many walks of life—they belong to church groups, PTA's, fraternal organizations, are voters, and belong to the CIO Local Union where they work. They are not looking for special favors, but are trying to improve the community and make it a better place in which to live, work, and play. CIO has insisted that its members sit on boards and committees of both public and private agencies so that the consumer may be represented and the views of the overall community taken into consideration.

## Committee Work

CIO started its program by setting up a National CIO Community Services Committee. This national committee coordinates its program with the programs of the Community Services Committee set up at the State, county, and city industrial union council levels. These committees in turn coordinate their programs with those set up at the local union level. The various Industrial Union Councils, through their structure of committees (including Community Services Committee, Human Relations Committee, Political Action Committee, Housing and City Planning Committee, and others) deal with out-of-plant problems confronting CIO members in everyday life. The committees combine their efforts in securing better understanding with the various agencies in their communities and

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PAUL IACCINO is CIO Staff Representative, Labor-Welfare Service Department, Welfare Council of Metropolitan Chicago.

after cooperation is established, training classes are set up to instruct CIO members as to how and when the services of the agencies may be used. It is understood that CIO union counselors are not social workers.

Personal and family problems have been catalogued by social workers under four major headings: economic problems, health problems, problems of leisure time, and behavior difficulties. Granting that this is an oversimplified classification, most of our human ills, with all their attending complications, will fall under one or a combination of these headings. The classes must, therefore, be set up to deal with these problems, and people qualified in these fields must be contacted to work with CIO.

Class material covers a number of technical and professional fields, such as basic union counseling, workmen's compensation, health and safety, board membership training, veterans' problems, public welfare, and social security. The Basic Union Counseling class requires 16 hours spread over a period of 8 weeks, two hours per day, one day per week.

#### **An Actual Case**

To give an idea of how the trained union counselor helps his fellow worker or any member of his community, I will cite an actual case: John D., a local union member, was absent from work for several days. In some CIO contracts, it states that a person may be fired if he does not call in after a certain number of days. Since he was seldom absent, a trained union counselor went to his home. He found that John D.'s wife had become bedridden five years previously because of a stroke, and for

five years he had prepared breakfasts and lunches for himself and his wife, washed the dishes, attended to her, before leaving for work. After work, often having worked overtime, he would go home and prepare the evening meal, wash dishes, do the other housework, attend to his sick wife, and then, if he had any spare time, he would read the paper. All this, of course, necessitated his arising very early and going to bed very late. It is not surprising that eventually, because of worry and lack of rest, he became ill himself.

After the union counselor told John D. of the CIO Community Services program and assured him that all information in connection with his problem was confidential, John D. was willing to discuss his case. The union counselor was then ready to go about the job of securing help. Before leaving the house, however, he explained to John D. that any forthcoming aid was not charity, but dividends to which he was entitled by his investment over the years in voluntary contributions or taxes to the agencies which offered the services he now needed.

The counselor contacted the Community Referral Service and described the case. The Heart Association provided a wheelchair for the wife; the Visiting Nurse Association made periodic visits and taught the wife how to operate the wheelchair thereby helping her to help herself; the Catholic Charities supplied financial assistance; and the Salvation Army sent a homemaker to the home to do the housekeeping. You can readily see it took many agencies to solve this particular case. There were other phases, too, such as the run-down condition of home and lawn, about

which the neighbors were complaining. This was remedied as soon as John D. regained his health. The porch was repaired, the house painted, and the lawn mowed.

### Legal Problems

Another type of problem that faces our people is the fact that they are not familiar with State laws and benefits under these laws. Here is an example of a problem occurring daily, dealing with workmen's compensation. On July 27, 1951, Bob A., a young immigrant from the Middle East, was injured while on a freight lift in one of our Chicago plants. He suffered grave injury to the central nervous system and was taken to a hospital. The insurance company paid for his medical treatment and hospital expenses. In the meantime, Bob A. was hovering between life and death. At this point the insurance company announced it had completed its investigation on the case and determined neither it nor the company was responsible for the injuries and refused to guarantee payment for further hospital or medical bills.

One of the trained union coun-

sors heard of the plight of the family and went to see them on his own time in an effort to help. The counselor suggested they see a lawyer, and after consultation, the lawyer made arrangements with the hospital to continue Bob A.'s treatment, waiting for payments until the claim was settled. Arrangements were also made for a physician to visit the patient daily for some time and for private nurses to care for him. He responded so well that soon he was able to get around even though he did sustain serious permanent injuries. Bob A. recently received a claim settlement from the Industrial Commission for \$23,000, one of the largest ever secured for an industrial injury in this state, in spite of the original position of the insurance company.

These cases are examples of how our union counselors help people. Bob A. was not a member of CIO—the counselor heard of the case and followed through. If the question, "Do the counselors get paid for this service?" comes to your mind, the answer is "NO." They consider themselves amply rewarded in the satisfaction of having helped their fellow workers.

### Note to Readers Who Are Counselors:

The Editorial Committee will welcome for consideration for publication in the *Quarterly* brief (700-900 words) reports of your own counseling successes, failures, and problems that you think will be of general interest to others.



# A COOPERATIVE Project In Group Guidance

by MARGARET BLAIR

**D**URING THE PAST five years Florida State University has been developing a program of student personnel services under the direction of a dean of student welfare who coordinates educational counseling, personal and social counseling, vocational guidance and placement (including financial counseling), and health counseling. The project here described illustrates the unity inherent in such a coordinated but decentralized system.

It was in the search for something new and different to be used at a meeting with entering students, undecided about a major and a vocation, that this project was chanced upon. In group planning, someone suggested that a tape-recording be made for the students reproducing a series of interviews between counselors and students about some of the services at their disposal and ways for using them.

The recording was to have three "scenes": an interview between a student and an educational counselor; an interview between a student and a residence counselor; and an interview between a student and a vocational counselor. A different student would participate in

each situation. Since the various departments of the Division of Student Welfare of Florida State University work closely together, it was no problem for the Office of Vocational Guidance and Placement to secure the assistance of the educational and residence counselors. The Audio-Visual Department, too, was glad to help and scheduled an evening when the recording was to be made. They felt that a script should be prepared from which we would read, instead of having extemporaneous interviews. At the same time they cautioned us to be careful to make the interviews sound spontaneous and not stereotyped.

## Recording Interviews

It was agreed that the three counselors—educational, residence, and vocational—should each write an interview based on an actual experience; then the three would meet to read and edit these. When they met, it was discovered by accident that the best criticism was obtained when the interviews were read aloud by a counselor other than the author. Once the interviews were in shape, each counselor secured the aid of a student, went into brief rehearsal, and appeared with his student at the appointed time and place for the recording. As each interview lasted only about five

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minutes, the recording was not too time-consuming. Each interview was recorded, played back for flaws, and then recorded in final form for presentation.

The informal program with students included use not only of the tape recordings, but also of representatives of the participating groups—the educational, the residence, and the vocational counselors. For example, a counselor from the Office of Vocational Guidance and Placement served as master of ceremonies; a representative of that Office and one from the Office of the Coordinator of Educational Counseling told briefly of the specific services of their departments; and a vocational counselor spoke of the occupational fields in

which there are great shortages. The residence counselors not only helped by making available attractive lounges and refreshments, but, knowing the students so intimately, were able to give valuable advice as to ways for using the recording and as to approaches to be followed in future group meetings. All of this planning not only provided a desirable division of labor and responsibilities but also permitted each student to become acquainted with the counselors so that he might choose the one with whom he would like to confer.

The première of our recording occurred at a meeting attended by students and educational, residence, and vocational counselors. Notices had been put on bulletin boards

***Tape recordings are an important feature in the group guidance program at Florida State University***



and in the University newspaper. Special invitations had been sent those students who had reported themselves as undecided about an occupational choice or as interested in such a broad field that it seemed they would need help of a vocational nature.

### **How It Worked**

The results were surprisingly good. The students received it well, and those educational and residence counselors who had had no part in the planning and execution were most enthusiastic about the effectiveness of the project. At the suggestion of some of the residence hall counselors, similar meetings were arranged in the dormitories. At these the recording became the focal point for discussion of services available to the student to help him arrive at a satisfactory choice of major and vocation. Students were given an opportunity to make appointments for further

counseling, and a fair number responded. In evaluating the resulting initial interviews, it was found that time had been saved because some ground work had been laid, and an atmosphere of friendliness had been established.

Actually, all of this was only an experiment undertaken in summer school as a sort of dress rehearsal for our fall plans. Because it worked so well, it will be used in our large meeting for freshmen during Orientation Week and at an inservice training program for new faculty (educational) counselors. Plans are under way, too, for possible similar meetings in freshman and sophomore dormitories; and it may be that the student religious centers will wish to use this medium. One of these houses has already offered a tentative invitation.

*Note:* If enough requests to the author justify it, mimeographed copies of the interviews will be made for distribution.

### ***Interviewing Guides for Specific Disabilities***

A series of pamphlets prepared by the United States Employment Service in cooperation with the Office of Vocational Rehabilitation, the Public Health Service, the Veterans Administration, State employment services, and voluntary agencies in the field of health and rehabilitation. The pamphlets, while intended for use of staff members serving the handicapped in public employment offices, should be valuable to rehabilitation workers, vocational counselors, placement officers, industrial physicians, and others in helping physically handicapped persons to choose a suitable occupation and find employment in it. Each pamphlet describes a disease or disability and the major factors that have counseling and placement implications and, hence, must be considered in estimating the work capacities of individuals affected by it. Now available are guides on tuberculosis, heart disease, and epilepsy, together with a pamphlet entitled, *Suggestions for Using Interviewing Guides for Specific Disabilities*. Others are in process. Pamphlets may be obtained from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. at 5 cents per copy.

# Placement of the Tuberculous

by JAMES E. GARDNER

**T**UBERCULOSIS differs from the majority of other disabilities in that there is for the patient with inactive disease the constant and serious danger of reactivation of his tuberculosis. Although the factors contributing to reactivation are not fully understood, it is known that unsuitable employment, entailing either adverse working conditions or excessive physical exertion, is a major cause of relapse. Each relapse entails extended hospitalization for the patient, lessens his chances of re-employment, and is costly not only to the patient but to the community.

For this reason vocational guidance and selective placement, together with other services such as occupational therapy and medical social work, have increasingly become a part of the total medical care program in the treatment of tuberculosis. Furthermore, the advances made in the definitive treatment of tuberculosis in the past 5 to 6 years are increasing the number of patients ultimately able to return to a useful and self-sufficient role in the community, emphasizing the need for adequate program and resources for selective placement of this group.

Ten years experience in developing services for the tuberculous in the District of Columbia suggest three factors essential to successful placement:

1. A well-rounded rehabilitation program in the treatment hospi-

tal or sanatorium, including an adequate in-hospital counseling staff.

2. A facility, or facilities, for graduated activity and observation of the patient under close medical supervision.
3. A program of community education and organization planned toward providing placement for every patient needing or seeking gainful employment.

Successful placement cannot be achieved unless the patient is prepared for employment, both physically and psychologically. Such preparation must begin at an early stage in hospital treatment and should enable the patient to understand his disease, the treatment necessary, and his limitations. Groundwork for future vocational adjustment can be laid at this time through stimulating the patient to think positively about his eventual return to employment, and through early evaluation of the patient's educational and occupational background, his problems, and his needs. With such evaluation, occupational therapy or educational activities may be planned in preparation for vocational adjustment.

Once the patient's disease is stabilized, he should follow a regime of gradually increased activity and hours of work over a period of 8 to 12 months under close medical observation and prescription. Our experience suggests that such a regime can be carried out most effectively in a rehabilitation center or sheltered workshop. Studies which have been made of the results

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JAMES E. GARDNER is Executive Director of the District of Columbia Tuberculosis and Health Association.



*Patients on a graduated work program in the District of Columbia rehabilitation center*

achieved by such centers in reducing the incidence of relapse indicate that they are economically a profitable community investment.

The District of Columbia has such a center in the Upshur Street Hospital, to which the majority of patients in need of graduated activity and rehabilitation are transferred from the sanatorium as soon as their disease is apparently stable. There the patient is placed on a program of graduated work in the center's occupational therapy shops, and he is aided in making the psychological adjustment necessary to returning to the community. Vocational counseling and planning, initiated in the sanatorium, is continued; and previous psychological tests and observations are supplemented by observation of the patient in the shop situation. To the

vocational counselor, such observation is of far more value than any battery of psychological or aptitude tests. Furthermore, the physician's observations during the period provide the most satisfactory evaluation yet devised of the patient's ultimate physical capacity and work limitations.

Whenever possible, patients in need of training or retraining are provided this service through close cooperation with the Vocational Rehabilitation Agency while they are still at the center; or, where the patient's problem is one of adjusted employment, every attempt is made to place him part-time so that he can be observed on the job for a period of 2 to 4 months, and the suitability of the placement evaluated. Travel time to and from either school or employment is

considered a part of the activity regime. Such a program does not solve the problem of placement, but it provides a sound basis for such placement. It also serves to bring the patient to the point of maximum employability in a minimum period of time.

The distinction between suitable and unsuitable employment cannot be laid down by rule, and varies greatly with individual patients. It also varies greatly with individual employment situations. The following exclusions apply generally to tuberculous patients, although even these may have exceptions in a particular case:

1. Occupations involving heavy manual labor.
2. Occupations involving exposure to inclement weather, excessive dampness, or sudden temperature changes.
3. Occupations involving exposure to silica or to other harmful dusts or gases.
4. Working situations involving work under "pressure," long hours, or irregular hours.

Experience has shown that many tuberculous patients, when properly prepared through gradual physical conditioning, may safely engage in a wide variety of occupations far removed from the old concept of "light sedentary work." For instance, 70 per cent of patients discharged during 1952 from the Upshur Street Hospital to full-time employment were working in service occupations or trades involving moderately heavy physical demands.

It is apparent that the vocational counselor in placing the tuberculous patient must not only understand the medical aspects of his job, and have constant medical consultation

available, but he must also have a first-hand knowledge of occupations and of the working conditions in each specific job in which a patient is placed.

Developing adequate employment resources in the community is the most difficult and challenging aspect of the placement process. In many communities, and among many employers, there is still marked resistance to the employment of a person with a history of tuberculosis. That it can be overcome through the example of successfully placed patients and through carefully planned health education programs on the part of the health department and the tuberculosis association, has been proven in the District of Columbia where little or no such employer-resistance now exists.

Once employer reluctance has been overcome there is little difficulty in placing the patient whose educational and occupational background permits employment, or whose age and potentialities permit training in occupations at the skilled or professional level. However, at least in the metropolitan areas, there is an increasingly large number of patients who possess an added handicap of age, meager education, limited learning ability, and of limited work opportunity in the past. Imposed on these handicaps, and often contributing to them, is membership in a minority racial or religious group subject to employment discrimination.

Such patients are rarely potential candidates for any type of vocational training, and even where training at a semi-skilled level is feasible, family and financial pressures usually necessitate gainful employment as soon as the patient is medically approved for full-time

work. The patient in this category presents a grave problem in developing suitable employment.

At the community level the problem of this group may be met in part by:

1. A technical advisory committee drawn from the professional personnel of official and private agencies working with the handicapped, whose function is to review placement problems and practices and to coordinate agency efforts.
2. A committee of businessmen, personnel workers, and civic leaders who are willing to aid in actual placement and job development. In the District of Columbia, the Tuberculosis Association has used its board and advisory committee, drawn from the community, as a nucleus for such a group.
3. Close coordination of program with a sheltered workshop, such as one of the more progressive Goodwill plants. Such a facility is essential in the community if employment is to be provided for those patients whose physical capacity, even when brought to a maximum, will not permit them to enter competitive employment.

For the counselor working directly with placement, approaches which have proved valuable are:

1. Personal contact by the counselor with the last, or principal, employer whenever the patient has had a relatively stable work history. Former employers are much more likely to be interested in the patient's problem and willing to adjust job de-

mands and duties to provide suitable employment.

2. Personal contact with small employers or business establishments to develop "on-the-job" training opportunities at the semi-skilled level. Small employers have a personal interest in their employees and are more likely to see that the patient works within his limitations.
3. Demonstration to large employers through carefully selected referrals that where there are jobs of proper physical demand at the unskilled or semi-skilled level, the tuberculous client is a steadier worker and has greater job stability than the employee hired through usual channels.
4. When the patient has been a member of a labor union, even though the union may be in the "heavy" trades, contact with the local officers may be profitable.

It cannot be too strongly stressed that physical hardening and work capacity evaluation under medical supervision are essential to a placement program for the tuberculous. Without such preparation and evaluation, the counselor cannot match the individual to the job, and is continually risking unsuitable placements which may jeopardize the health of his clients.

With such preparation, on the other hand, the client can frequently be presented to the employer not as a handicapped person, but as a worker having definite assets to offer, among them the stability and willingness to follow instruction which he has demonstrated in completing sanatorium treatment and rehabilitation.

# *Destination New York?*



*Asks* CAROLYN GREEN

**T**HERE ARE NAMES which make one restless. Paris is such a name. So is London. And here in the U.S.A., that hankering for color, adventure, or glory is equated with New York.

What college student worth his salt hasn't at one time or another fancied himself a success of the Big Town, particularly if he wanted to be a writer, artist, public relations counselor, or advertising executive?

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In some cases, the desire to start here is based on sound judgment. But often it is based on poor information, or no knowledge of the job market. Thousands come here each year only to find frustration, and to return to their native states a bit deflated in cash and ego.

New York's economy is so diversified that almost every occupation, and practically every industry listed in the Standard Industrial Classification Manual, is represented. Even if New York can't boast a single mine or smelting plant, 90 mining and smelting firms have administrative offices here.



Not only is the City's economy richly varied, but its size (a labor force of more than 4 million) enables it to rank first in about every major industrial division. New York is the major seaport of the country, the financial center of the world; it is the capital of advertising and public relations agencies, the mecca of the performing arts; it leads in retail business; it employs more people in printing and publishing than does any other metropolis; it is said that in one office building in New York there are more architectural, engineering, and industrial consultant firms than in any other city in the United States.

No wonder young people expect a place for them here. And many just out of school who come to New York will succeed. They will obtain a job despite a labor surplus here; green though they are, they will be hired, although customarily experience is required. This will happen for one or many reasons, among which may be: (1) Good social and business connections; (2) exceptional scholastic achievements; (3) graduation from an employer's alma mater; (4) resourcefulness and perseverance in the search for work; (5) personality; (6) self-confidence in the job goal and certainty they belong here; (7) enough money to finance an extended period of joblessness; (8) pure chance.

From years of contact with thousands of young college graduates we know the pitfalls and disappointments for the job seeker as well as the fields in which the chances of finding a job are good. Job information is more needed in some fields than in others. The occupational fields mentioned here are primarily those in which out-of-

town college graduates need to be better informed.

### **Advertising Art**

Every large city has its advertising agencies and art services, but New York City is the Nation's No. 1 center. The City is a magnet for thousands who want to enter this field. Only a fraction make the grade. Incidentally, local art schools turn out hundreds of New Yorkers trained for this field. Therefore, a student without specialization in advertising art plus evidence of unusual talent had better try a job nearer home where the competition may be less. Layouts, paste-ups, lettering, and spot illustration should be kept in mind in getting a portfolio together. Samples are absolutely required. But even with an acceptable portfolio, it may take 3 to 6 months for a beginner to be put on the board. Chances are that he will first do odd jobs such as running errands, flapping, and mounting as a kind of apprenticeship during which he learns from artists in the firm. Everything said so far also applies to other areas in commercial art, such as fashion illustration, display design, magazine and book illustration, and interior decorating.

### **Textile Design**

New York City is a unique national center for textile designing. Since opportunities are virtually concentrated here (with some in Los Angeles and Chicago), the person who is determined to enter this field and has training should be encouraged to come. This is a shortage field with considerable labor turnover. A portfolio of representative textile design samples is a "must." A beginner should be prepared to start as a repeat artist or



colorist in either a studio or textile converting firm. A young person arriving during a slack season should be prepared to maintain himself financially for a couple of months.

### **Publicity and Public Relations**

Unless a relative or friend takes you in, you will need several years of newspaper, trade magazine, reporting, or editorial experience for this work. Even then, it is a tough field to enter.

### **Language Work**

Language majors, particularly those with Western European languages, are in excess supply. Foreign service jobs, whether government or private agency, usually require at least a graduate degree in foreign area studies plus about a year's residence in the foreign country, with an intimate knowledge of its peoples and customs. Oriental or Far Eastern languages are in greater demand and proficiency in one of these is at a premium.

### **Government Work**

Training in government administration is good preparation for the internship examinations which are given regularly by both New York State and the Federal Government in a number of professional fields. Political science and history degrees are a beginning toward research and/or teaching in these fields, but graduate work is required in most cases to land a professional job.

### **Business Administration**

In the financial center of the country and a major seaport, obviously, there are opportunities for beginners in banks, investment houses, insurance companies, import-export firms. Persons with

backgrounds in business administration, economics, money and banking, merchandising, store management, statistics, and personnel administration, with a desire to enter the business world, must be prepared to start at clerical levels. Very few opportunities are available at professional or managerial levels for inexperienced college graduates.

### **Editing and Writing for Publishers**

If a young person wants to work for a book or magazine publishing house because he thinks it would be a way to earn a living until he can support himself as a writer, he had better take another look. The field is overcrowded and the pay is low. However, if publishing is the only work one can possibly consider doing and one has what it takes, perhaps New York is the place. But one must be prepared to spend 40 hours a week in job hunting and not be devastated by numerous turndowns. To get that first job it will be necessary to try all sources: employment agencies, help-wanted ads in the papers and in *Publisher's Weekly*, letters to firms, and personal visits. Personal contacts are the best way to break in. A well-written presentation of background is sometimes helpful. Some start off on a professional level, but most do not. Good stenographers often have an "in." Beginning jobs for women which do not require typing are almost non-existent. Young men often start as mail clerks or inter-office messengers, sometimes as researchers. In such jobs they are often called upon to do some proofreading, research, and manuscript reading.

### **Writing Advertising Copy**

Writing advertising copy is another field where many knock

but few enter. Some account executives advise young people to get experience before tackling New York. Others say that without New York City experience a green college graduate will have to start on a beginning job anyway. The usual beginning jobs for women in the copy department are secretarial; for men, messenger or mail work. Young employees usually start with experimental copy on specific accounts or headline copy. Those with ability may be promoted to the job of cub writer. From there on, it is up to the individual. Both men and women are taken on as assistants in the media department, responsible for buying time and space, where analysis and statistical work as well as routine clerical work is done.

Advertising agencies, like other employers, are looking for talent and many transfer their employees rather freely from department to department in an effort to discover and develop ability. The American Association of Advertising Agencies estimates that there are probably places in advertising for about 6000 newcomers each year, with perhaps half of the jobs going to younger men and women with relatively little experience. This means jobs of all types in all parts of the country. This association gives yearly aptitude tests for advertising work (the cost is \$20) and some New York agencies rely heavily on the results of these tests in hiring beginning personnel.

#### **Newspaper Writing**

In this field, too, New York is a tough, competitive market. Opinion is divided as to whether a young person should try to break into this field on a professional level by acquiring some solid experience in

a smaller community before he tackles New York, or should look for a non-professional job on a New York City newspaper hoping to be able to demonstrate his abilities in a professional capacity. The value of working on an out-of-town newspaper lies in the opportunity to work on a variety of specialized jobs—covering a beat, special assignments, rewrite, copy editing, make-up. The break-in jobs are usually copy boy or copy girl.

#### **TV and Radio Writing, Production, and Entertaining**

Too many persons want to try radio or TV—the new, enticing, industry. TV stations are opening all over the country. Our advice is to gain experience near home. The small TV stations, as in radio, undoubtedly will continue to serve as the training ground for the larger stations and the networks. However, those determined to get into a major network should be prepared to start as page boys or girls, clerks or stenographers, or, if they are lucky, as research assistants in the reading of scripts. Most network script writing is free-lance and has to be culled. Beginners are rarely started in a professional or subprofessional job. Promotion is from within.

#### **Biology and Chemistry**

Students with majors in these subjects find New York City a poor market for beginning jobs. There is a large surplus of New York City residents with bachelor degrees in science, and many leave the City to stay in these fields. This does not mean that out-of-towners find no opportunities here; on the contrary, some local employers recruit on out-of-town campuses for beginning scientific personnel. High standing

in one's graduating class is a distinct advantage.

### **Psychology**

Without a master's degree there is almost no chance of obtaining a job at the professional level in psychology in New York City, or anywhere else. With a master's degree the chances here are greater, especially in the teaching field, but it will be much easier elsewhere to get jobs in hospitals, guidance clinics, and private social agencies. In clinical psychology, a year's internship in a hospital or clinic is required in addition to the master's degree. Ultimately, a Ph.D. is required of those people who expect to remain in this field.

### **Social Work**

Graduates of accredited schools of social work with a master of social work degree have no difficulty finding case work jobs in New York City, as elsewhere. However, graduates with majors in sociology and related fields who want to enter the private social agency field will

find virtually no opportunities here. There are some openings for beginning workers without the master of social work degree in private case work agencies as case aids. But more opportunities are available in other cities.

The situation is somewhat different for group workers. Although the tendency is to require a graduate degree in social work, beginners with skill and sufficient ability to provide group leadership in music, art, crafts, dramatics, dancing, sports, can find jobs. However, they must be willing to work at least several evenings a week.

### **A Final Warning**

We know that in spite of all our cautions, many young college graduates will take the risk and come to New York in search of a job. A fortunate few will find jobs in line with their interests and training. But to those who come, we say, "Be prepared to sell shoes, wrap packages, pound the typewriter, or file records, at least for a while."

## ***News from the Office of Vocational Rehabilitation***

A series of nine one-week workshops are being conducted for supervisors of rehabilitation counselors in the State agencies of vocational rehabilitation for civilian disabled. The conferences aim to strengthen and improve the supervisory practices, particularly as they relate to the professional development of counselors. The Office of Vocational Rehabilitation is arranging and conducting the workshops and it is expected that approximately 250 supervisors will attend. Workshops are scheduled for Boston, Toledo, Milwaukee, Atlanta, Kansas City, Salt Lake City, San Francisco, and Fishersville, Virginia.

# Guide the Parents— Inform the Counselor

by PRESTON B. ALBRIGHT

**P**ROBABLY ANYONE who has had to advise college students regarding their academic work and vocational goals has had occasion to wish that parents and parental attitudes and desires might be ignored, to some extent at least. At least one dean has said that he wished that the college student did not have any parents. It is probably true that most college students would be far easier to advise if no parental interests had to be considered. However, parents and parental attitudes are here to stay. They have to be reckoned with, even in the cases of 20-year-old college students.

It has been interesting to read what counselors like Granick, Levy, Gunner, Ryden, and Lubick have had to say in *Occupations*, now the *Personnel and Guidance Journal*, regarding parental interests of secondary school students. A. H. Ryden wrote in May, 1951:

It is obvious that there is at least a duplicity of guidance in existence—that of the home and that of the school. Furthermore, there is evidence to show that parental estimates of their child in many cases do not agree with the guidance findings of the school. Hence, by operating completely independent of each other, it is quite possible for the home and the school to be counseling the youth

along opposite rather than concurrent lines.

All too often does the college counseling officer learn that this situation is true. Unfortunately, the home is far enough removed from the college campus that immediate contacts with the parents are not possible, so that well-established plans may be upset at vacation time when the youth goes home.

Emil Lubick, in urging that the schools develop techniques to help parents guide their children more intelligently, in the April 1952 issue, enumerated reasons for the inappropriate educational and vocational choices of parents. It is well to review these here:

... Some of the reasons for these inappropriate choices may be: (1) some parents have rather fixed ideas about what vocation their child should pursue; (2) some want their children to realize their own thwarted ambitions; (3) some may be poor judges of their own child's aptitudes and interests; (4) others may be misinformed about educational and vocational requirements and opportunities. . . .

Granick, Levy, and Gunner, in the October 1951 issue, stated that the pattern of the attitudes of the client is an essential element in his occupational choice and adjustment. They feel that the vocational guidance program should be oriented toward the home, as well

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as toward the school and related educational and social service agencies. They proposed an interesting program for directing changes in parents' vocational attitudes regarding their children.

Those who attempt to assist the college student in selection of courses and in the choosing of a career can appreciate the difficulties of the secondary school counselor with parents. It is to be hoped that the public school or similar agency can develop a program which will so educate the parents that they become strong cooperative factors in vocational guidance. The counselor in college and university should be much interested in such a movement. Any guidance which can give parents an insight into wise vocational and educational aims for their children will aid the counseling of college students.

#### Parents Distant

It may be that urban universities and junior colleges can develop a program of academic and vocational guidance which will include the parents, but most colleges and universities cannot do so, for parental contacts cannot be immediate and personal in many instances. The best that could be done would be to send out letters, usually of a form type. In most state-supported colleges and many of the independent liberal arts colleges the majority of the students come from homes located 50 or more miles from the campus. In such situations conferences of parents to discuss vocational guidance would probably be ineffective.

In what situations does the college counselor find himself concerned with parental attitudes and plans? The general fields are those of vocational preparation, social adjustment, and academic achieve-

ment. Usually the difficulty is a matter of parental unwillingness or inability to face facts. There are few parents of boys or girls who have reached college who can appreciate that their offspring have deficiencies of any sort, especially mental. Although the parents sometimes attempt to interfere too much in the social life of the child away from home, the greatest interference is in the choice of a vocation and, in connection therewith, the choice of courses.

#### Counselors Should Agree

The writer would welcome any program which would better orient the parent regarding the vocational and academic choices of his boy or girl. For one thing, greater confidence in the advice given by school counselors must be built up. Toward this end it is essential that counselors agree in the guidance of the youth. To have one counselor recommend one thing and another something entirely different is detrimental. Or, if no recommendation has been given, that fact should be considered. In other words, counselors should have some way of knowing what another counselor has done in a particular case. For instance, it would be desirable for the college counselor to have an idea of what a secondary school counselor has done, especially along vocational lines, in connection with a particular boy or girl who has gone on to college. Some form of cumulative record summary might be worked out which could be sent on.

It is bad enough to have school and parental guidance operating entirely independent of and often opposed to each other. It is worse to have secondary school and college guidance independent and opposed, and both differing from

that of the home. It will be a step away from confusion to orient parents in vocational guidance. It will be a forward step when parents can be convinced that they should trust the sincerity and understanding of the counselor. Then, when all counselors concerned in a case un-

derstand and respect the guidance which has been performed by their colleagues, and when they in turn have the confidence of the parents, the way will be open to deal with the youth more intelligently and effectively. Effective and wise guidance must be a cooperative affair.

### *We Saw It in the Popular Press*

*Time*, October 19, 1953. The importance of the older worker is recognized in a boxed article on page 100 headed "The U. S. Must Make Better Use of Him."

*Time*, November 16, 1953. How local communities are tackling the teacher shortage is the subject of a column beginning on page 65 based on "How We Can Get Enough Good Teachers" published by the National Citizens Commission for the Public Schools.

*Fortune*, October, 1953. Corporation training programs for men recruited from college are viewed from diverse angles in "The Crown Princes of Business."

*The New Yorker*, November 7 and 14, 1953. Dr. Samuel A. Goudsmit, the distinguished chairman of the Physics Department at the Brookhaven National Laboratory of the Atomic Energy Commission, is the subject of a "profile." A well-documented picture of the career of an outstanding physicist also portrays spectacular changes in the profession which came with the development of atomic energy.

*Saturday Review of Literature*, November 21, 1953. A special section on "Industry and Liberal Arts" reports an October conference at the Corning Glass Center, sponsored by the College English Association, which concerned the role the liberal arts are playing and should play in American education, industry, and society as a whole. The "vocationalizing" of college curriculums and the declining interest of campus recruiters in liberal arts majors stimulated a useful exchange of ideas between college teachers and administrators and representatives of business.

*Atlantic Monthly*, November, 1953. "On Producing Young Conductors" describes the abilities and opportunities which are important to success in this exacting musical profession.

# *counseling students for the* **BLUE COLLAR JOBS**

by MARYBELLE E. BECKER

THE INCREASINGLY complex specifications of modern industry and construction require trained experts. Of these we have a desperate shortage. However, there appears to be no shortage of opportunity for thousands of young men, qualified to work with their hands as well as their heads, who are lucky enough to discover that the blue collar job is frequently an avenue to satisfying achievement, and high remuneration.

Most of our young people remain in their home community after leaving school. With this fact in mind, it would seem logical that educational, vocational, and employment counselors should be thoroughly familiar with local work opportunities, and the adequacy or inadequacy of the high school program as it relates to them. Vocational education, to be effective, must establish and retain the closest relationship with the community. Surveys have value only in as far as they extract from the community, facts, figures, opinions, and sentiments, and translate them into a curriculum that will prepare boys

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and girls to face these facts, figures, opinions, and sentiments when they become full-fledged workers.

Between the top echelon of industry and the large mass of machine operations, laborers, and workers of various skills, is a relatively small group of workers, vital to effective operation. These are the craftsmen, or journeymen. They comprised approximately 14 per cent of the total labor force, or roughly 8.2 million of the 59.0 million workers reported in the 1950 population census. In some industries, like construction, the proportion of craftsmen is much higher. Because of the significant position of skilled craftsmen, it is obvious that their training should be a matter of vital concern not only to industry, but to the schools as well.

Two carpenter apprentice training programs are discussed in this brief article to illustrate the lack of uniformity in the apprentice standards and policies as well as the lack of understanding on the part of school authorities in planning industrial arts and vocational curriculum.

*Program 1*, sponsored by the



Wabash Valley District Council of Carpenters, requires that "Applicants for carpenter apprenticeship not heretofore connected with the trade must be between the ages of 17 and 24 years and should preferably have a high school education with a vocational certificate in carpentry or its equivalent. Exceptions may be made by the Carpenters Joint Apprenticeship Committee. The applicant must be physically able to perform all duties of the craft, and must submit an application for carpenter apprenticeship, and a transcript of school grades and courses. Each apprenticeship agreement shall require that the apprentice shall enroll in and attend classes in subjects related to his trade for not less than 144 hours per year during his apprenticeship. The Carpenters Joint Apprenticeship Committee shall act as adviser and consultant body in determining subjects to be taught and any other problems pertaining to related education of Carpenter Apprentices."

In the opinion of the writer, the foregoing is vague, uncertain, and indefinite in terms of educational requirements, learning ability, school achievement, and physical capacities.

*Program 2*, a plant program, provides that "Each prospective apprentice is required to work for a period of one year as a general helper in the plant. At the end of this time he may apply for apprenticeship training in any one of the building trades. Requirements for entry into an apprenticeship are:

1. Recommendations from his supervisors as to work habits, personality traits, learning abilities, physical stamina, interest in work, and ambition to succeed.
2. Graduation in upper 25th per-

centile of high school class, with school credits to include one year of algebra, plane and solid geometry, one year of mechanical drawing, and at least one semester of physics or chemistry.

3. All prospective apprentice trainees must pass a strict physical examination and a rather complete battery of aptitude tests.

During the apprentice training program the following related technical instruction is required:

**First Year**

- 20 hrs. of logarithms and functions
- 50 hrs. of algebra
- 100 hrs. of shop problems

**Second year**

- 50 hrs. of plane geometry
- 25 hrs. of solid geometry
- 100 hrs. of shop problems

It is obvious from the briefly stated entry requirements for carpenter apprentices that significant differences exist as to educational background, school achievement, personal characteristics, and physical requirements. Yet, the end product is the same—journeymen carpenters. Also significant is the widely varying wage scale. The apprentice training program requiring the highest qualifications pays its journeymen \$1.80 per hour, which is the *entry* rate for apprentices in the program with much lower apprenticeship requirements. However, the apprenticeship program with the higher entry requirements hopes to attract young men with potential supervisory capacities.

It appears to the writer that more uniform policy on specific educational, personal, and physical requirements should be established by industry and the labor unions



generally in setting up apprentice training programs. And by the same token, schools should frequently examine their courses in terms of adequacy or inadequacy in preparing pupils for work they plan to enter after high school.

School counselors, coordinators, and employment counselors should work together on exchange of occupational information and community surveys to determine job possibilities, training programs, and

entry requirements in their own community in order to advise young people concerning those programs.

Finally, we should keep in mind that all work has two phases involving the acquisition: (1) of those skills, techniques, and knowledges needed for efficient workmanship; (2) of those areas of information needed to make the worker not merely a more efficient producer, but a happier, better adjusted human being and a more effective citizen.

NOTE: *Recent Trends in the Test Selection of Apprentices* were discussed by Arthur Motley, Assistant Director, Bureau of Employment Security, in the *Monthly Labor Review*, October, 1953.

### ***News from the Bureau of Labor Statistics***

*Employment Outlook in the Industrial Chemicals Industry* and *Employment Outlook in Banking* are bulletins scheduled for sale by the Superintendent of Documents by early spring, along with a leaflet *Occupational Planning and College* designed for the use of college men and high school boys planning to go to college. Many NVCA members collaborated in the preparation of this leaflet which should serve as a companion piece to the Women's Bureau leaflet for girls, *Your Job Future after College*. A technical manpower and costs report, *Scientific Research and Development in American Industry* (Bulletin No. 1148), is available from the Superintendent of Documents for \$.50 and a new *Fact Book on Manpower* will become available there this spring.



*The author at work on a follow-up*

## Guidance Spans the Years

by LOUIS J. CANTONI

**D**OES AN INTENSIVE, individualized high school guidance program influence later adjustment? A 9-year follow-up study of 259 Flint, Michigan, high school graduates has provided us with some good answers to this question.

The guidance program was set in motion with the 9th grade class at Emerson Junior High School in September, 1939. Throughout the 4-year high school period the 234 experimental subjects participated in a well-rounded guidance program which included intelligence, achievement, interest, aptitude, and personality testing; many inter-

views with two experienced, full-time guidance counselors; group meetings on such topics as choosing a career and the why and how of boy-girl relations; and, where indicated, case conferences and interviews with parents. In contrast, guidance for a matched control group of 234 pupils consisted of the traditional contacts that students have with school personnel other than especially trained guidance counselors.

As a result of the intensive guidance, 140 experimental group students as against 119 control group students graduated. In the 9-year follow-up study of the 259 graduates concluded in February, 1953, the whereabouts of 241, approximately 95 per cent, of the 255 liv-

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ing graduates were determined. Of the located subjects 224, or almost 93 per cent, participated in the follow-up by filling out and returning a survey schedule.

An analysis of the survey data revealed many striking differences in the adjustment of the experimental and the control subjects who graduated from high school. These differences were in the areas of emotional, educational, economic, cultural, and vocational adjustment. Here are the highlights:

1. In the 9th grade the two groups were comparable in their emotional adjustment as measured by the *Bell Adjustment Inventory*. Twelfth grade testing with the same instrument revealed that during high school both experimental and control subjects improved in their emotional adjustment. In this period, then, the students resolved some of their personal problems. However, a difference appeared to exist in the adequacy of the solutions arrived at by the two groups. This statement is supported by 9-year follow-up scores on the *Bell Inventory*, which revealed that, after graduation, there was further improvement for the experimental group. The control group, on the other hand, regressed in their adjustment.

It seems that the experimental subjects, with the aid of counseling and guidance, tended to find permanent solutions to their problems during high school, and they were therefore able to continue to find sound answers after graduating. The control subjects, however, without individualized counseling and guidance, seemed to chance upon temporary solutions to

their problems during the high school period. After high school, the temporary modes of adjustment failed to be successful, and the subjects were left to work out their problems anew.

2. The experimental men and women averaged more years of college and received more academic degrees than the control subjects.

In the high school counseling and guidance program, experimental students were encouraged to develop their maximum potentialities. They were given realistic help in working out plans for college. Only those experimental subjects who could reasonably be expected to succeed in college were encouraged to enter, a practice which insured that more of those who entered would finish successfully.

3. There were slight gains in favor of the experimental men and women in economic status as revealed by such criteria as size of home and the possession of labor-saving and pleasure-giving devices.

Perhaps the somewhat superior economic status could be attributed to the guidance program. However, it should be recognized that the material possessions of a well-adjusted individual are not necessarily greater than those of one who is poorly adjusted.

4. Cultural adjustment was regarded as the possession or attainment of media which enable the individual to enrich his life. These included musical instruments, books, and membership in professional organizations. The experimental group reached a much higher level of cultural status than the control group.

Beyond aiding the counselees with their immediate personal problems and with their choice of a vocation, the comprehensive program of counseling and guidance introduced them to varied avocational activities. They were stimulated to develop their side-talents and interests, not so much in the hope of remunerative employment as in the satisfaction of all their potentialities.

5. The follow-up data on vocational adjustment produced results which clearly showed higher job levels for members of the experimental group. A 5-point system of occupational classification, from unskilled to professional and high executive, was used as the standard of measurement. On the same scale, moreover, the experimental subjects evidenced greater improvement in occupational level over their parents than did the control subjects.

It may be concluded that, 9 years after they graduated from

high school, the subjects had sufficient time and opportunity to establish themselves in permanent and representative occupations. As compared with the normal population represented by the control group, the experimental group has demonstrated substantial occupational success. It would appear that the superior job status of the experimental subjects is directly attributable to the sound program of counseling and guidance which they received. Each experimental subject was helped to recognize and appreciate his own interests and abilities, and to develop his potentialities accordingly. Of real significance is the fact that the better occupational adjustment of the experimental subjects does not stand isolated. It is imbedded firmly in a matrix of superior personality adjustment encompassing emotional, educational, economic, and cultural elements as well.

### ***—If We've Got Zip . . .***

**. . . it's because**

among other reasons—we've got pictures. In this issue we've got: Official United States Navy Photograph of enlisted personnel . . . Professor Hoppock on a field trip with his class . . . a group guidance session courtesy of Florida State University . . . patients at work courtesy of the D. C. Tuberculosis and Health Association . . . a Port of New York Authority view of the skyline across the Hudson . . . the carpenter, an important blue collar worker . . . Louis J. Cantoni.







# **NATIONAL VOCATIONAL GUIDANCE ASSOCIATION, INC.**

## ***A Division of the American Personnel and Guidance Association, Inc.***

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